

Study on Academic Stress among Secondary Student Teachers

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Abstract - Stress can come to various sources and one such stress is caused by the academy. Academic stress is mental wear and tear of the confidence or even awareness of the possibility of any such failure in future. This research study was undertaken to study the academic stress of secondary student teachers of Jharkhand. The descriptive survey method was used for the study. To assess the academic stress of secondary school student teachers, an academic stress tool was developed by the investigator. The sample size of the study was 150 student teachers of the B.Ed colleges in Kolhan division, Jharkhand. The data obtained for the survey was analyzed by using percentage, mean, SD, and t-test. The study revealed that out of 150 secondary student teachers, 88.6% have undergone moderate level and 6.6% face high levels of academic stress, also 4.6% of Secondary School student teachers have low levels of academic stress. There exists a significant difference between the academic stress of male and female secondary student teachers. There exists no significant difference between the academic stress of urban and rural secondary student teachers. There exists no significant difference between the academic stress of govt. and private secondary student teachers.

Index Terms - Academic Stress, Secondary student teachers,

I. INTRODUCTION

Today's modern world, which is changing rapidly, is a world of achievement, and so is stress associated with it. Stress is an unavoidable consequence of life without stress we cannot see your life. Stress might be different to different people; some researchers see stress as an external stimulus that causes wear and tear such as the burden to perform at work. Competition and worries of contemporary life unemployment and job security all such factors have made life increasingly stressful. Nearly all people suffer from stress. All of us respond in our own individual way when the pressure builds up. Some people become more and more irritable and moody while other people become more inactive and cannot take any decisions. Considers stress to be an unpleasant state of emotional and psychological arousal that people experience when they view a situation to be harmful or threatening to their well-being [1]. The matter of fact is that stress can have both positive and negative impacts on people. For few people fear of things might motivate individuals who lead to achievement of all creativity but for others it might cause a hindrance in their performances which might result in failure.

The sources of stress can be any circumstance or any event that might threaten or disrupt people's daily routine life functioning and cause them to make unnecessary adjustments [2]. The sources of stress are known as Stressors. The daily hassle of life might lead to irritation, pressure but cannot be seen as a significant stressor but when cumulated together will surely become significant.

Academic stress may be said to be the single most dominant factor of stress that affects the mental wellness of adolescence or college level students. The anxiety that is related to school and education is termed as academic stress. Academic stress does not only cover the examinations or the exam related issues but also academically related stressors such as a pure of left behind in the homework writing assignment working in group or individual projects time pressure pure pressure lack of financial support from the family the concerns about academic ability of any individual schedule in class and required motivation for the study. One of the strong reasons for the dropout of the students is the pressure that the students are unable to balance.

II. RATIONALE OF THE STUDY

Today the world has become very competitive and students face various academic problems including exam stress or competing with each other in various forms. Most of the time if we talk about the academic stress, people talk about the stress that is built by the school Institution or the teachers at the school level or at the college level but very less studies have been found on the academic stress of the student teachers. The student teachers need to do so many activities all together side by side which create a greater academic pressure on them. The B.Ed course is a professional course in which the students take admission with the motive and the goal to become a good teacher. According to Krishnan Lal [7] the students of today are facing new challenges in education. It is a well-known truth that the psychological state of mind influences the performance of any student teacher. Academic stress affects the psychological well being of the student teachers. In order to become a good teacher, the student teachers must possess good health and mind focusing towards psychological wellbeing. The National Education Policy 2020 has also laid stress on the quality of teacher workforce in general and distribution of effective teachers across schools. Also all must be very well versed in the latest advances in education and pedagogy.

Rajasekar [10] investigated the impact of academic stress on management students at AMET University. The study was conducted to investigate the influence of academic stress on management students. The study takes into account physical, psychological, individual, demographical, and environmental stressors among management students. Marwan Zaid Bataineh [8] Academic stress among undergraduate students: the case of King Saud University's education faculty. This study looked into the academic stresses that university students face. Academic burden of work, course discomfort, limited study time, work stress every semester, tests difficulty, lack of drive, and high expectations from family all contributed to moderate stress among students. It was also discovered that fear of failure is a big factor. Sibnath Deb, Esben Strodl, and Jiandong

Sun [3] conducted a study on Academic-related stress among private secondary school pupils in India. All students reported significant levels of academic stress, but those with lower grades reported higher levels of stress than those with higher marks. Students who participated in extracurricular activities were more likely to experience exam anxiety than those who did not participate in extracurricular activities.

III. STATEMENT OF THE PROBLEM

The problem under taken by the investigator is stated as “**Study on Academic Stress among Secondary Student Teachers**”.

IV. OBJECTIVE OF THE STUDY

1. To find out the percentage of secondary student teachers with low, moderate and high levels of academic stress.
2. To study the significant difference in academic stress of secondary student teachers with respect to gender.
3. To study the significant difference in academic stress of secondary student teachers with respect to locality.
4. To study the significant difference in academic stress of secondary student teachers with respect to management.

V. HYPOTHESIS OF THE STUDY

1. There is no significant difference in academic stress of secondary student teachers with respect to gender.
2. There is no significant difference in academic stress of secondary student teachers with respect to locality.
3. There is no significant difference in academic stress of secondary student teachers with respect to management.

VI. METHODOLOGY

For investigation and collection of the data descriptive survey method was used to find the academic stress among the secondary student teachers of Kolhan division of Jharkhand.

VII. SAMPLE

In the present study, the sample would only include the Secondary teacher education institutes of Kolhan division, Jharkhand. From kolhan division 10 teacher Institutes would be selected and from all the pre service tribal students only 15% would be selected randomly. The total sample size is 150.

VIII. TOOLS USED

Academic Stress contained 30 statements were framed by the researcher and the statements were framed under four dimensions. 8 statements comprising of Personal Inadequacy, 8 statements comprising of fear of failure, 7 statements comprising of Interpersonal difficulties with teachers and 7 statements comprising of Inadequate study facilities

IX. STATISTICAL TECHNIQUES USED

For the analysis of the data, the following statistical techniques have been used.

- a. Descriptive analysis (Mean & S.D)
- b. Inferential analysis (t- test)

X. TESTING OF HYPOTHESES

1. **There is no significant difference in academic stress of secondary student teachers with respect to gender.**

In order to test the hypothesis, mean scores of academic stress of male and female were computed separately. The mean, SD and t-value of mean scores of academic stress were computed and are presented below in the table.

Table 1: Mean, S.D and t – value of mean scores of academic stress of male and female secondary student teachers

Variable	Sample	N	Mean	S.D	t value	Significant at level 0.05 level
Gender	Male	62	84.93	16.98	2.40	Statistically Significant
	Female	88	90.77	12.78		

The obtained t – value 2.40 is more than that of the table t – value for df 148 at 0.05 level of significance. The difference is considered to be statically significant which clearly indicates that there exists a significant difference between the academic stress of male and female secondary student teachers. The academic stress faced by female secondary student teachers is greater in comparison to the male secondary student teachers. The null hypothesis is being rejected.

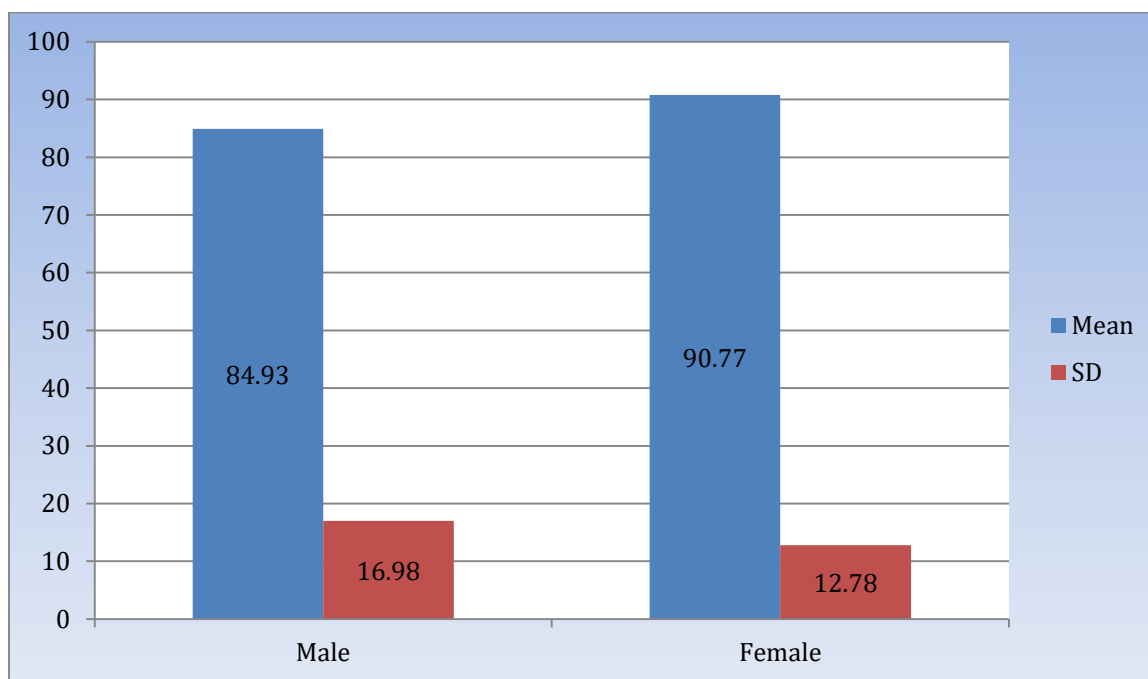


Fig – 1: Academic Stress of Male and Female Secondary Student Teachers

2. There is no significant difference in academic stress of secondary student teachers with respect to locality.

In order to test the hypothesis, mean scores of academic stress of urban and rural were computed separately. The mean, SD and t-value of mean scores of academic stress were computed and are presented below in the table.

Table 2: Mean, S.D and t – value of mean scores of academic stress of urban and rural secondary student teachers

Variable	Sample	N	Mean	S.D	t value	Significant at level 0.05 level
Locality	Urban	75	91.33	13.25	1.55	Not Statistically Significant
	Rural	75	88	12.96		

The obtained t – value 1.55 is less than that of the table t – value for df 148 at 0.05 level of significance. The difference is considered to be not statically significant which clearly indicates that there exists no significant difference between the academic stress of urban and rural secondary student teachers. The null hypothesis is accepted.

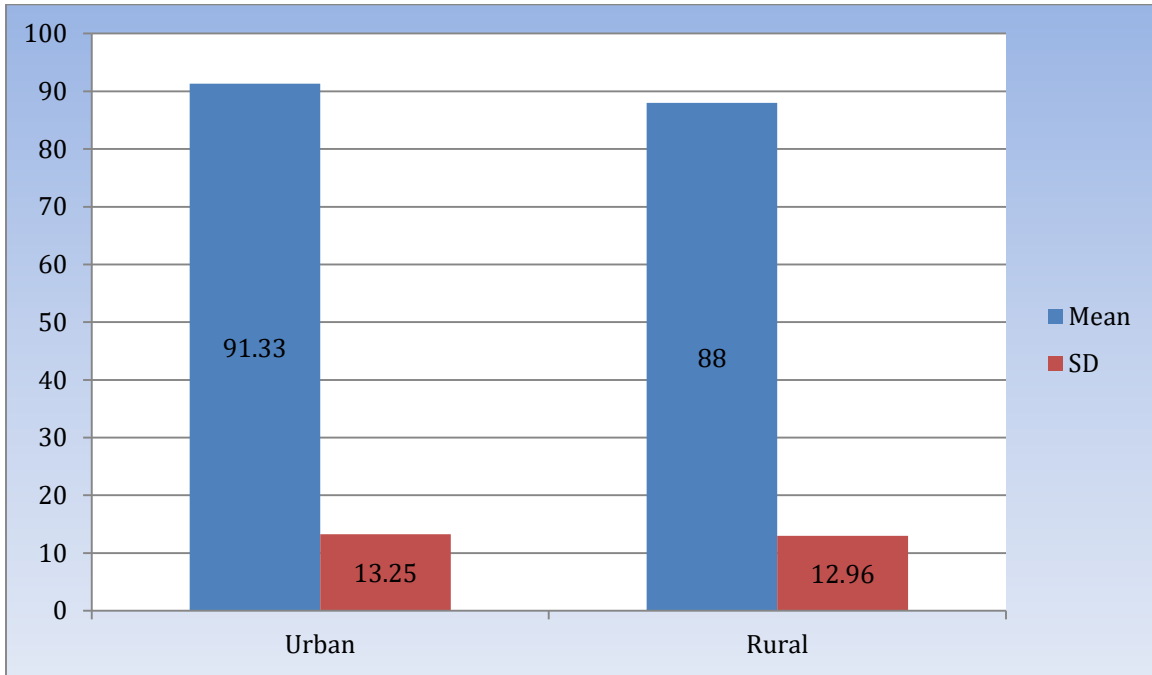


Fig – 2: Academic Stress of Urban and Rural Secondary Student Teachers

3. There is no significant difference in academic stress of secondary student teachers with respect to management.

In order to test the hypothesis, mean scores of academic stress of government and private were computed separately. The mean, SD and t-value of mean scores of academic stress were computed and are presented below in the table.

Table 3: Mean, S.D and t – value of mean scores of academic stress of government and private secondary student teachers

Variable	Sample	N	Mean	S.D	t value	Significant at level 0.05 level
Management	Govt.	60	91.36	14.41	1.29	Not Statistically Significant
	Private	90	88.52	12.22		

The obtained t – value 1.29 is less than that of the table t – value for df 148 at 0.05 level of significance. The difference is considered to be not statically significant which clearly indicates that there exists no significant difference between the academic stress of govt. and private secondary student teachers. The null hypothesis is accepted.

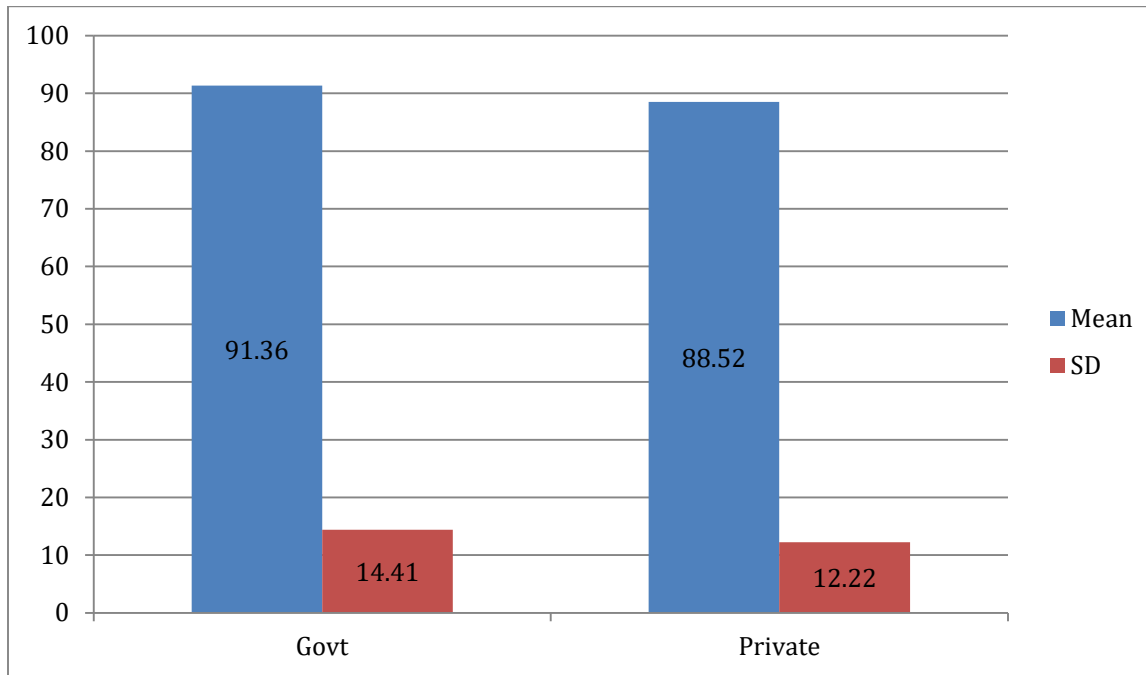


Fig – 3: Academic Stress of Govt. and Private Secondary Student Teachers

XII. MAJOR FINDINGS

- The secondary student teachers are having moderate level of academic stress.
- There exists a significant difference between the academic stress of male and female secondary student teachers.
- There exists no significant difference between the academic stress of urban and rural secondary student teachers.
- There exists no significant difference between the academic stress of govt. and private secondary student teachers.

XIII. CONCLUSION

The present study reveals that the secondary student teachers are having moderate level of academic stress. The female student’s academic stress is higher than male student. The urban student’s academic stress is higher than rural secondary student teachers. The Government school student’s academic stress is higher than private secondary student teachers. The science subject student’s academic stress is higher than arts student.

XIV. EDUCATIONAL IMPLICATIONS

1. The present study would give an overview of the academic stress of the secondary student teachers of kolhan division, Jharkhand.
2. It would also helps to know the root cause of the academic stress and necessary steps can be taken by the teacher institutions.
3. The research will draw attention of Government, policy makers, JCERT and NCERT in various ways in which they can enhance the teacher training programs.

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